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The Teaching of Modern Foreign Languages IN The Secondary Schools

BULLETIN 340

LESTER K. ADE
Superintendent of Public Instruction

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg—1939

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(Continued inside back cover)

THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS

FRENCH—GERMAN—SPANISH—ITALIAN

BULLETIN 340

LESTER K. ADE
Superintendent of Public Instruction

Commonwealth of Pennsylvania
Department of Public Instruction
Harrisburg—1939

FOREWORD

The improvement of instruction in modern foreign languages in the secondary schools during the past decade has been marked. This is due, in part, to the better preparation of those entering upon this educational service and to the findings of the Modern Foreign Language Study. It is also aided by the flexibility of the secondary program and the initiative of local school staffs.

Notwithstanding this flexibility in educational offerings the experience of the past decade has resulted in greater demand for instructional materials. It is in response to this demand that the bulletin in modern foreign languages has been prepared. It was written by Dr. Wilbur R. Lecron, Adviser of Secondary Education, under the direction of Dr. Paul L. Cressman, Director of the Bureau of Instruction, and Mr. H. Frank Hare, Chief of the Secondary Education. It is the result of many conferences with experienced teachers and the efforts of the committee on foreign languages. The members of the committee are Miss Mary Stevenson, Assistant Director of the State Library and Museum; Mr. Alan O. Dech, Adviser, Curriculum Construction, Secretary, and Dr. Wilbur R. Lecron, Adviser, Secondary Education, Chairman. The bulletin represents, therefore, a cooperative endeavor and is presented to the teachers with the hope that it will prove helpful in instruction, and with the thought that it may serve as a basis for further study and refinement in this field of education.

LESTER K. ADE
Superintendent of Public Instruction

January, 1939

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INTRODUCTION

This bulletin is prepared in response to numerous requests from language teachers throughout the Commonwealth for information regarding the teaching of modern languages in the secondary schools. There has been no revision of the pamphlet on foreign language since the investigations of the Modern Foreign Language Study have become available, providing new points of view and results of experimentation. The pamphlet is planned to help the teachers in the improvement of their instruction and should be of interest to all modern language teachers, for a successful teacher must be dominated by an ideal for continual growth and improvement. All teachers will find it essential to make a careful study and comparison of their instructional materials and the contents of the bulletin. The view contained herein expresses the principles which should be followed in the better language practices.

Modern language teaching in our secondary schools may be viewed as the result of three major conditions:

1. Those findings that have been obtained through research and experimentation.
2. Those materials, methods, and techniques of teaching that are the result of classroom practice and some experimentation.
3. Those materials, methods, techniques, and procedures that are the result of personal opinion and are based in part on teaching experiences. They have little scientific background.
4. Those teachers who are indifferent to their obligations as teachers of modern foreign language. This group is discouraging to the specialist in education who is vitally interested in the advancement of his profession. However, these teachers are not so much a menace as the tendency has been to replace the inactive teacher with a dynamic instructor who is abreast with the most recent developments in the subject.

In the following discussion the point of view of the superior teachers who are investigating the various phases of modern language teaching is accepted. The modern languages in the secondary school are presented under these headings:

1. A Point of View in Foreign Languages
2. Objectives in Teaching Foreign Languages
3. The Methods of Teaching in Foreign Languages
4. The Materials of Instruction
5. The Pupils Enrolled in Modern Foreign Language Classes

I. A POINT OF VIEW IN FOREIGN LANGUAGES

The bulletin in modern foreign languages is prepared in conformity with certain definite principles in education.

A. Basic Principles in Education

Education is a process of continuous adjustment and growth of the individual through worthwhile experiences which develop and assist the learner both in living more abundantly and in serving society to the maximum of his ability.

Learning is a process of acquisition of worthwhile experiences essential to the development of power or powers. The process implies a growth which modifies the individual's reaction to an environment. Furthermore, learning is an active process depending upon the past experiences and upon the needs, interests, and abilities of the learner.

The school is a social agency, an institution, organized to provide worthwhile experiences through which the aims of education may be realized. Due to the uncertainty of any large degree of transfer of preparation, the experiences should be direct and should approximate life situations. Since all experiences do not result in desirable outcomes, only those that aid in attaining recognized and desirable objectives in education should be included.

The curriculum of a school is a succession of worthwhile experiences directed by the teacher to attain definite and recognized goals in education. The subject matter consists of that body of worthwhile experiences selected and employed in education in order that definite objectives may be realized. As far as welfare of society permits the experiences should be adapted to the needs, interests, and abilities of the individual.

The pupil develops as a unit, and his growth is a continuous process through successive stages involving many abilities. All experiences should be so interrelated that they promote a unified development of the abilities of the learner. The past experiences will, in part, determine the pupil's present need and abilities. Consequently, a judicious consideration of the past educational experiences of an individual is essential in order to anticipate the next step in his growth. The learning experiences in the modern foreign language areas should be selected and organized to make the maximum contribution in pupil growth.

In these days of challenged educational objectives certain things seem clearly established in relation to modern foreign languages. Although the foreign languages have been a part of the secondary curriculum for a longer time than many other subjects, they can

no longer be defended alone on the basis of their vocational value, their disciplinary value, or as a prerequisite for admission to institutions of higher learning. It becomes necessary, consequently, to place these languages in the curriculum and justify them through valid objectives which are based on the contribution that a modern language will make to the education and development of a pupil. The following pages express a point of view for modern language in the curriculum of our secondary schools.

B. The Committee of Twelve, 1898

The Committee of Twelve in preparing its reports (1) in the year 1898 did not enumerate a number of educational objectives for teaching a modern foreign language, but it was the judgment of the members of the committee that reading ability should be an immediate reason for mastering a language, that speaking ability should be placed in the background, and that any attainment in speaking or writing the language should be achieved only by those secondary school pupils who continue their study for at least four years.[1] Education in translation, in written composition, and in formal grammar were considered the immediate goals which were essential to attain the ultimate goal, ability in reading. When a pupil had attained a reading ability he was qualified to work toward a second ultimate aim, an enjoyment of the literature and the intellectual life of other people and other times.

C. The Committee on Modern Language, 1914

During the years which intervened numerous groups of modern language teachers, educators, and various committees have prepared extensive reports on what should be the aims and the objectives in modern foreign languages. Of these reports, the one submitted in the year 1914 by the Committee on Modern Languages of the National Education Association (2) is considered superior and enumerates the following aims for teaching a modern language, whether the pupils pursue the subject for a short or a long period:

1. Good pronunciation.
2. Precision in the use of words.
3. Clear understanding of grammatical relations and of the terminology used to express them.
4. Stimulation of interest in the foreign language.
5. Ability to read an ordinary book rapidly, intelligently, and without too frequent recourse to a dictionary.

It was the judgment of the members of the committee that an attainment short of this is practically useless and that the pupil who

[1] Reference list on page 37.

is not to reach this level should drop the language during the first year. Furthermore, in a well-rounded course, satisfactory achievement should include also the ability to express simple thoughts orally or in writing.

D. Educational Objectives in Language, Bobbitt

The lists of educational objectives for modern languages compiled under the direction of Professor Bobbitt (3) and Professor Snedden (4) may be considered representative of the work by curriculum specialists to evaluate modern foreign languages in their relation to the remainder of the curricular offerings in the secondary school. Professor Bobbitt presents the following list of educational values:

1. The ability to use the oral forms of one or more foreign languages in a simple way with moderate fluency or correctness.
2. The ability to read a language with moderate ease and fluency and with enjoyment.
3. An improved understanding of and a sympathetic attitude toward a people whose language is being studied.
4. An increased degree of appreciation of a cosmopolitan spirit and attitude.
5. An improvement in the ability to use one's mother tongue through an extension and diversification of language experience.

E. The American and Canadian Committees on Modern Foreign Language

During recent years the modern foreign language courses have been compelled to withstand a concentrated attack on the part of many educators and patrons who question the educational values to be derived from a study of a modern language. Although many of these persons admit that they had studied one or more foreign language during their secondary and college years, they inform you that they have forgotten all the foreign language, that it did not function, and that they had no reasons for retaining it. The fact is that these individuals have concerted their efforts on entirely different interests, that a negative attack on languages results in little or no gain, and that a positive approach to the problem is most highly desirable, if the condition is to be improved.

The survey completed by the American and Canadian Committees on Modern Foreign Language and sponsored by the Carnegie Corporation (6), is one of the most recent and reliable studies which makes a positive attack on the modern language situation. The committees have published a large number of volumes report-

ing their activities and findings. They assembled data in answer to common questions in the area of modern languages. To offer a detailed report is not within the limits of this bulletin. However, there are several functions which the committee recognized as having validity in the modern secondary school and they are enumerated:

1. The ability to read a foreign language with comprehension and pleasure.

2. An appreciation of foreign people, their history, political institutions, geography, mores, and what they have contributed to national culture, thus developing the pupil to be more aware of the indebtedness of one culture to another.

3. Ability in grammar, translation, speaking, and writing were given comparatively minor positions.

The modern foreign language teachers may certainly not be accused of being afraid to experiment. Since the publication of the reports by the committee a group of smaller studies have been undertaken in an attempt to obtain additional data in answer to numerous problems.

F. Who Should Enroll in Language?

Foreign language should be an elective. Those pupils who have the ability to acquire sufficient skill to read with a fair degree of ease, profit, and enjoyment or the pupils who find that the admission to college and to their future fields of specialization requires a knowledge of a modern language, should be advised to elect one. However, there are many pupils in the modern secondary school who do not have a good command of English and who find language study is difficult. These individuals should be encouraged to spend their time and effort in improving their ability to use English. At the same time, the pupils who have the ability and who would derive a pleasure and gain a broader and more sympathetic point of view through the study of a foreign language should not be deprived of the privilege and opportunity. To some pupils the study of a foreign language has comparatively little value, while to other students the study of languages offers a rich reward, much profit and pleasure. Thus, in the final analysis, the study of a foreign language is a problem for the individual to decide after judicious guidance and counseling.

G. Languages To Be Offered

In the smaller secondary schools there is little reason for offering more than one or two languages due to the small number of pupils who will be enrolled in any given class. This point of view is based on the findings of the investigations of the American and Canadian Committees on Modern Foreign Languages which show that a comparatively small number of the student body continue the study of a language beyond the second year. Eighty-three per cent of the pupils enrolled in modern foreign languages drop out of the class before the beginning of the third year.

The curricular offerings in foreign languages should be as flexible as possible, thereby permitting any language to be taught for which there is adequate demand. Those languages which have a rich body of literature suited to pupils of the secondary school age should receive preference. Furthermore, the presence of large population groups in certain geographical areas may warrant a secondary school to provide instruction in those languages in preference to modern languages of greater difficulty or of little local interest and value.

It has been stated that a reading knowledge of a modern language can be attained in an equal time to that required for a reading knowledge of Latin. Since students, generally speaking, have a greater interest in modern life and its happenings and activities than in ancient times and happenings, instruction in a modern language should be preferred to Latin or Greek.

H. Introductory Language Course

An introductory course in language can serve a very useful educational purpose if the materials of instruction are wisely selected and instituted. Beneath all languages there is a foundation of linguistic facts and principles which should not only form as an excellent basis for further study, but should serve in more specific ways a real value in the education of every pupil by awakening him to the vast potentialities in the mastery of English and of all languages. The course should provide a bird's-eye view of languages, reveal the practical and cultural values, and show the interrelationship of the well-known tongues.

Topics for an introductory course are: (a) A sketch on the origin and development of language. (b) A short history of the English language, with special reference to the tendency to borrow words. (c) A discussion on word formation, how a language lives and grows. (d) A guide in the effective use of language—the essentials of construction, the use of the dictionary, and need for

precision in the choice of words and phrases, and in the formation of sentences. The emphasis in an introductory course should be on the interrelationship of languages to one another stressing the functional values in the mastery of a language. The technicalities of grammar and syntax should be given relatively minor consideration. In every respect the course should provide proper orientation for further study in foreign languages, and it should cultivate a language consciousness which should parallel ideals of accuracy and thoroughness.

I. Goals for Modern Foreign Languages

Although in recent years it has become increasingly difficult to justify the teaching of foreign languages in the curriculum of a modern secondary school in which the growth and welfare of the pupil is the paramount consideration, there are certain functions and values to be derived from instruction in these subjects. Instruction in foreign language may be considered to have validity insofar as it contributes to the well-being of the pupil and satisfies a need of society. The following values are recognized to have validity in a modern curriculum:

1. Modern foreign language study should give the pupil such acquaintance with the speech, life, customs, and culture of a people as will enable him to read in that language for the purpose of enjoyment and information.
2. Modern foreign language study should make a contribution to a pupil's appreciation of the country. It should open a vision to the growth and significance of a culture and civilization as well as its contribution to present-day life and activities.
3. Modern foreign language study should develop in the pupil an increased capacity for desirable and worthy experiences in everyday life, and he should acquire a greater depth of interest in world events, travel, literature, art, and music.
4. Modern foreign language study should contribute to the development of a wider and finer appreciation of good literature through the comparison of the best literature in a language with that of English.
5. The study of a foreign language should develop a knowledge of the principles and forms of grammar which are known to be essential to reading, and it should encourage increased ability in the reading of the better books and literature which are within the interests and intellectual capacities of the pupil.
6. The study of a foreign language should equip a pupil with a recognized vocabulary of select words and expressions and develop within him an appreciation of language and a pride in its usage.

II. OBJECTIVES IN TEACHING FOREIGN LANGUAGES

The investigations of modern language instruction made during the past few years by the American and Canadian Committees on Modern Languages clarified, among other things, the values to be attained in teaching a modern language. A progressive development of the ability to read for the purpose of information and pleasure those materials which are suited to the interests and intellectual powers of the pupils is given as a major objective. The attainment of this aim can be facilitated through:

1. The ability to pronounce correctly the language studied.
2. An understanding of those points of grammar which are essential to reading with comprehension.
3. Practice in writing easy statements.
4. Much practice in reading graduated materials which employ an increasing vocabulary.

A knowledge and sympathetic understanding of the life and customs of the people, including their literature, history, and contribution to national culture and attainment, is an aim which should be maintained as an ultimate goal. The attainment of this objective can be facilitated through the reading of the best literature in the language, and through a mastery of select books which are written in English, and describe the present-day life of the people.

Modern foreign language is, after all, a means to attain an end. It is the tool one may use to gain access to information which should result in certain appreciations and understandings of these civilizations. Each nation has in some form made its contribution to the diplomacy, art, literature, and culture of the world. The major activities in modern foreign language instruction and their relationship to the aims and objectives are presented in the following pages.

A. The Ability to Read a Foreign Language

The ability to read a modern language with ease and fluency is a major objective on which the various Committees of the Foreign Language Study found almost all the teachers in agreement. The definitions of "ability to read" given by the language teachers range from the traditional "word-for-word translation into English" to the mere "skimming" of the text to find the desired information. To read a language with comprehension is to acquire the ability to obtain from the printed page the meaning conveyed by the writer; this definition of reading is being accepted in the bulletin. This ability implies the power to recognize words, phrases, and idioms already learned; to observe the grammatical constructions which are essential for a correct understanding of the content.

The area of reading is so large that a completed presentation would consume an undue amount of space. Therefore, certain generally accepted truths regarding it are mentioned. There are two types of reading, oral reading and silent reading. It has been stated that oral reading has for its major purpose the development of accurate pronunciation and aural perception. Under this condition oral reading has little value as a vocational objective in our secondary school or in life outside the school. Silent reading, on the other hand, develops direct comprehension and increases the rate. Direct comprehension is conditioned by the acquisition of certain skills: accuracy in recognition, span of recognition, rate of recognition, progress of perception along the printed line, and the accuracy of the return sweep of the eye from the end of a line to the beginning of the next one. Studies (7) on the technique of teaching reading in the vernacular offer many suggestions to the teachers who wish improvements.

The ability to read a modern language rapidly and with comprehension has a recognized value in American society, as there are many libraries in which one may find numerous volumes of the works of Moliere, Victor Hugo, Racine, Balzac, Cervantes, de Maupassant, Lope de Vega, Ibanes, and other writers of the world's best literature. The reading lists contain a large number of the better novels, poems, stories, plays, and treatise on scientific and philosophical subjects. Having acquired the ability to read the foreign language with proficiency, the information of these authors becomes available to the pupil.

Furthermore, reading is the one phase of a language that can be exercised with pleasure and enjoyment in isolation. Writing and speaking a language imply a second person. Reading, it has been stated, implies only a friendly book and adequate time. Michael West (4) says, "By giving priority to reading we reduce by three-quarters his liability to make mistakes . . . and so the pupil who leaves school even after only two years, can read sufficiently well . . . to be able to read to himself . . . and so, by his own unaided efforts, he can go on improving himself. He has attained at least something of that linguistic achievement which is of the greatest use to him." Reading, therefore, should be retained as a primary objective of the one-, two-, and three-year courses, and the importance of the foreign language in the education of a pupil of the secondary school has been enormously increased.

Translation, which is not reading, was found by Buswell (8) to be a definite hindrance to the comprehension of a language because it did not promote desirable reading habits. "When the objective in teaching a foreign language is the ability to read, a perfectly clear-cut choice of method is possible. The Direct Method produces desirable reading habits; the Translation Method does not. This

condition seems to be equally true regardless of the type of language—as applicable to Latin as to French." Although practice in translation may be used as one of the techniques to acquire an intelligent reading ability, there is a sharp difference between skill in translation and skill in reading. Translation as a continuous daily practice which receives major emphasis in the modern language classes is vicious and should be modified.

It has been found that vocabulary and not grammar is the principal obstacle between the pupils and the meaning of the printed page. As a result, through the cooperation and efforts of the committees on Foreign Languages, approximately six thousand words have been compiled with mathematical accuracy to determine their range and frequency of use in language materials. The same principle has been followed in establishing a French idiom count and a syntax count. Somewhat similar studies have been completed for German, Spanish, and several other foreign languages. On the basis of these data graduated reading materials have been developed so that through the concentration on a limited number of recognized words the pupil will gradually attain a level where he may have the power to understand the larger and more difficult paragraphs with reasonable ease. Michael West (5) has shown the desirability of having pupils at the earliest possible time derive pleasure and a sense of satisfaction from power in reading in order to motivate them to higher levels of achievement. Other studies and investigations have proven that the emphasis in modern languages should be transferred from speaking, grammar, and translation to greater reading ability.

In the introductory course of a foreign language it is essential to provide the pupil with a large amount of easy reading material which employs a very limited vocabulary of words and idioms so that he may gain a thorough mastery of the fundamentals as well as acquire an adequate vocabulary. It is reported by Bond (7) that the University of Chicago introduced modern language through easy reading and that the pupils read approximately three thousand pages during the first year. The vocabulary, the pronunciation, and grammar are a part of the reading as they arise in the daily class exercises. The pupils are required to pass a searching and comprehensive test on the reading material. The results of these tests show that the pupils attained a high degree of accuracy in understanding the fundamental language relations and in recognition of vocabulary and idioms.

Consequently, there is no doubt that pupils can learn to read by using a large quantity of easy reading material which employs a limited vocabulary. Such materials should be carefully graduated, beginning with the simple and increasing to the complex. The vocabulary, idioms, and constructions, as it has been stated, should

be selected from scientifically prepared lists. In a like manner, new words should be introduced gradually, and should be repeated with a frequency that will assure a mastery through their usage. Growth in reading, as well as enjoyment in the attainment, must follow from the use of an abundance of interesting material in which the pupil finds information, personal challenge, few new words, and practically no new grammatical forms.

B. The Ability to Speak a Foreign Language

Although speech is fundamental and almost indispensable in all education, the ability to speak a modern language is not an essential attainment in the secondary school except for those pupils who have the ability and show a special interest in the language. Except in certain school districts where one of a few modern languages is spoken, the pupils of the State are not in immediate communication with people who provide adequate opportunities to converse freely in a foreign language. As a result of these local conditions, the ability to speak a language should be limited to those exercises which contribute directly to an improvement in comprehension, to a better understanding of the people, to a greater reading rate, or to a keener pupil interest.

The instruction in the introductory course should be of such a nature that, in a general way, it is valuable to those pupils who discontinue at the end of the period, and that, in a specific way, the instruction will serve as a foundation for advanced study. Consequently, in the earlier years of language study the burden of speaking, more than any other element in the study of a foreign language, must be placed upon the teacher. The ability to speak a language other than English should be a major objective in the two- or three-year modern language course for only those pupils who have the ability and special interest in achieving this level of mastery. It has been shown that a pupil can more easily acquire a speaking knowledge of a foreign language at a higher level after he has achieved a reading adaptation, has become acquainted with the structure of the language, and has acquired a generous vocabulary of the most frequently used words and idioms.

In the average secondary school, however, full consideration should be given to those pupils whose study of a foreign people through the language courses will, in all probability, be the only means of contact. There is little reason to believe that many individuals of secondary school age will have additional opportunities to exercise the accomplishment.

The teachers in modern languages should not be misled by the fact that certain industries of the country communicate almost daily with people of other languages. This condition affects a comparatively small number of people. Furthermore, it has been shown that the majority of the pupils who pursue a modern language will

not continue their study and interest beyond the secondary school level. In the final analysis, the main justification one can offer for gaining a speaking knowledge is an opportunity to speak it, and this opportunity is available to a very small percentage of the pupils and adults. To use a few phrases and idioms should not be regarded as an ability to speak a language. The pupil should be able to ask questions, make simple responses, and assure a reasonable degree of facility in oral expression. In conclusion, the ability to speak a language is a comprehensive ability and does not warrant an expenditure of the time and effort on the secondary school level except insofar as that ability will offer the pupil a rich reward of pleasure and profit, and will contribute to the well-being of the individual.

C. The Ability to Write a Foreign Language

The ability to write a modern language, like the ability to speak it, offers little contribution to the pupils in a modern secondary school except for those few individuals who have special ability in language and show sufficient interest to attain it. There is little scientific evidence to prove that the large amount of practice which is essential for a high attainment in composition contributes greatly to a pupil's ability in reading and comprehension. Consequently, unless these experiences in writing are used to provide a multiple-sense appeal, to assist pupils in grasping the sentence as a unit, to contribute towards a greater reading ability, or to develop a keener interest in the pupil, the practices should be relegated a proportionately minor position in the aims and objectives which are mentioned in learning a foreign language.

At all times the experiences in writing should be tested to determine the extent and the quality of the final contribution. The test for the inclusion of written exercises is the aid they offer in clarifying the difficulties which pupils encounter in reading, in gaining an understanding of foreign people and their institutions, and in acquiring a greater depth of interest in and a finer appreciation of good literature and art.

D. The Grammar for Foreign Language

The grammar presented in the modern language course should consist of those inflections, forms, and principles which arise in the reading experiences, and which contribute to an exactness of meaning and an increased ability in reading. Emphasis on grammar as a value in itself may interfere with the growth in reading with comprehension. As a result, drills on isolated grammatical forms and separate points of syntax should be reduced to a minimum or should be replaced by additional easy reading experiences in which each point is given immediate, frequent, and repeated application.

Certain principles of grammar which contribute to a higher level of comprehension are used so infrequently that they are of little value. These principles should receive a proportionate minor consideration. Furthermore, the points of syntax which are emphasized in a modern language course should be tested continually lest they contain many unnecessary forms and isolated vocabulary items which consume the time and interest of the pupil, and offer little or no contribution to the pupil whose primary objective is high attainment in reading and comprehension. Therefore, the final justification for the inclusion of any phase of grammar is the assistance which it offers in clarifying the difficulties which the pupil encounters in reading.

E. Knowledge of a Foreign Culture and the People

It is well recognized that modern civilization possesses a rich heritage from the past and that one ultimate value to be derived from the study of a foreign language is not only an acquaintance with the language but also an understanding of the civilization and its contribution to the individual and social culture. Understanding a culture implies an acquaintance with the history, the literature, the institutions, the geography, and mores of a people. A mere knowledge gained from the reading experiences ordinarily provided in a secondary school course can hardly be expected to assure the necessary acquaintances with the foreign country and its people, the interpretation of its institutions, past and present, and the enlightenment required on the character of its people and their mores of living so that the pupils will gain lasting values. Due to differences in the personal equations of the pupils, their age, intelligence, and linguistic background, the educational situation is complicated further. As a consequence, the teacher must provide a differentiated course which offers adequate experiences for the less able pupils, as well as the gifted pupils, to acquire an improved understanding and a sympathetic attitude toward the people, their culture, and the inter-indebtedness of nations. The present curricular offerings can be improved greatly through the cooperation of teachers in other departments.

III. METHODS OF TEACHING IN THE FOREIGN LANGUAGES

During recent years when educational aims and goals are being challenged in the modern foreign languages one fact seems to have become clearly established in the minds of many teachers of foreign languages—much of the "why of learning" is found in the "how it may be done." The aims and objectives set forth in the Modern Foreign Language Study seem to be quite generally accepted, but the methods of instruction and the general procedures used by the teachers in directing pupil-learning in attaining the goals, present a wide divergency of opinions and practices. In an analysis there are two fundamentally different methods of directing the pupil in modern foreign languages—the direct method and the indirect, with several sub-classifications. The reading method, the eclectic method, the natural method, the psychological method, the complete method, and the phonetic method represent modifications or combinations of either the direct or the indirect method. Although the method of instruction employed to attain a goal is only a tool, some teachers insist on the direct method, and others prefer to use the grammar-translation method. Few teachers seem willing to give up the one method which they have been using in favor of another procedure. However, the two groups agree on one point—it should be a direct personal experience of the pupil, a contact with a learning situation out of which develops a new medium of understanding. Method is a tremendously variable thing, but the specific way in which a teacher directs a pupil in learning should not be the result of mere chance.

The general procedure is determined by the objective that is desired. If education is achieved through the interaction of the pupil and the environment, a method should provide abundantly for such experiences. Some objectives may be skills, and others may consist in more complete understanding. Although skill, knowledge, and attitudes are necessary for adjustments it is essential to select the most efficient procedure to attain the skills and attitudes. Furthermore, the education of a pupil is not simply a problem of transmitting to him the information that has accrued through the years. Since the pupils in the secondary schools have already a reading adaptation and an extensive recognition of words in the mother tongue, can not the basic modern language experiences arise from this area? Is it not a good psychological practice to use the previous experiences of the pupils as the bases for establishing the new mediums for an understanding and appreciation of the modern foreign languages? The direct method and the indirect are presented separately.

A. The Direct Method in Modern Languages

The Direct Method seeks to eliminate the mother tongue, endeavoring with the introduction of the modern language to obtain a direct association of the object and the foreign word, the thought, and the foreign expression. The findings of the Committee on the language situation in the classroom and on the psychological soundness of various language objectives and methods should be a distinct reaction to the advocates of the indirect method in favor of the sponsors of the reading method, the direct approach to modern language study. The Direct Method does not differ greatly from the Direct Reading Method except in the order in which the individual gains the attainments in language abilities—reading, writing, speaking, and comprehension. Reading is considered the primary ability, the one which should be gained first; while writing and speaking should contribute to the reading ability in the Direct Reading Method. Parallel progress in all the abilities is the goal in the Direct Method with the result that the pupils who drop out of a modern language class during the first and second years—the number is approximately eighty-three per cent of the enrolment according to the most reliable data—have a very low accomplishment in any one ability to show for their time and effort. However, in the Direct Reading Method the pupil learns to read silently, to pronounce the words with reasonable accuracy, and to understand a part of it when the text is read. Through this medium the pupil gains the foreign atmosphere of the language that should be a basis for acquiring ability in speaking and writing at a later time. Emphasis in the Direct Reading Method is placed on progress of the pupil in silent reading, the ability to ascertain the meaning of the writer from the text. In a comparatively short period of time the pupil who is beginning the study of a language by the Direct Reading Method will grasp the meaning from pages of especially selected easy language text. The speed of comprehension will frequently be at a rate equal to that experienced in reading English. As soon as the pupil realizes that he is actually ascertaining the meaning expressed on the printed page without being required to stop and prepare a laborious translation, he experiences a pleasure and satisfaction which will serve as an optimum motivating power for continued study. If the language is properly taught, there is comparatively little time until he has gained the necessary level of achievement and satisfaction to request additional reading text.

There is only one major educational objective in the Silent Reading Method, the ability to read the language. Although there are several levels of mastery, an achievement at one level should

motivate the pupil to a desire for achievement on a higher level in more complex reading materials. One learns to read by reading, and a large amount of well graduated easy text which employs a limited vocabulary should be provided.

Modern methods in education demand that the pupil obtain direct benefits from each course, and that he realize what is being achieved. If the pupil is studying French, he wishes to learn French. Teachers find difficulty in satisfying pupil interest through mental gymnastics in isolated paradigms, grammatical rules, and unrelated vocabularies. The activities of the classroom in modern foreign languages should present life situations. The pupil as well as the teacher realizes that the course of study, the reading materials, the supplementary aids, and the methods are only the tools through which the child is developed. Each one has a central purpose, an objective. The goal is usually stated in terms of a skill or ability to be acquired, and the medium for attaining the ability is through connected easy reading. The procedure in reality functions. However, the functional method does not, as many teachers seem to think, cast aside forms and syntax. Furthermore, it is almost impossible to read a language with comprehension without a certain recognition of the more frequently used forms and grammatical relations. The difference in the technique is that the pupil no longer is required to reproduce isolated paradigms and constructions by name. Only those grammatical relations and forms which are employed in the reading material are studied and given detailed explanation. Each principle of grammar is derived inductively from the reading text and studied functionally as it contributes to comprehension. In every instance, the primary objective is progress in the ability of the pupil to read and understand the language.

B. The Indirect Method in Modern Languages

The Indirect Method is usually represented by the grammar-translation method or a modification of it. The instruction is based on the pupil's knowledge of his own language, and depends very largely upon grammatical construction, translation, and explanations. The lesson frequently consists of rules with their exceptions to be learned, forms to be mastered, vocabularies to be memorized, and groups of unrelated sentences to be translated either into the mother tongue or from the mother tongue into the said language. The pupil and teacher make a thorough analysis of the mechanics of the foreign language, ascertaining comparison and contrast with English. Each rule with its many variations is studied. The pupil soon realizes that this procedure emphasizes a knowledge and appreciation of the structure of the language in comparison to the native tongue. Since the aims of instruction will vary in different types of schools, it follows that there should be a difference in the emphasis placed on different types of activities. Naturally the teachers in deciding upon a method will be guided by the many

elements in his particular teaching situation, with the result that the final procedure may include the desirable features of several methods.

It is only natural for a pupil to attempt to translate in gaining a meaning in terms of his own language. It is difficult to realize that the general plan of all languages does not compare favorably with English, that the word-order is different, and that the development of language sense will banish much of the evil in word hunting. Although the translation method emphasizes grammar, it is doubtful whether one should entirely dispense with it. If language is taught in the correct manner, translation can be of great value in improving comprehension for the pupil. Furthermore, if the teachers insist on a high type of performance a general improvement will come in the ability of the learner to read the language. The pupil will realize the need for variety in expression and for facility in manipulating the vocabulary. At the teacher's direction the pupil will give less attention to the mechanics, the constructions of the language, and will place greater emphasis on meaning, the thought that the writer wished to convey.

C. The Teacher and Procedures in Instruction

Few individuals can employ the same procedure with equal success. The superior teacher knows the subject matter, a method of utilizing it, and the goals he wishes to reach in pupil development. Through wide teaching experience and the materials at his command he is master of the pupil-learning situation and is capable of choosing the most significant activities for the occasion. Carefully selected books, plays, materials, art materials, pictures, stories, exhibits, globes, and what not, are a part of the equipment of the stimulating teacher. Things do not develop of themselves, but are the result from what we see, hear, read, and are a part. The master teacher realizes that the needs of the pupil are the immediate, practical, and personal needs which arise in a learning situation, and which should result in worthwhile and satisfying experiences. To this end each experience is varied and presented in the most appropriate method.

It is possible that no universal teaching method can be selected which will meet the needs of all the individuals who use it. Even a general one which might suit a particular group will in all probability require many modifications in relation to some of its members. There are, no doubt, certain principles which should prevail in all teaching situations:

1. All learning should be directed so that it is a personal experience of the pupil.
2. The learning experiences should be differentiated in accordance with the heterogeneity of abilities, needs, and interests.

3. Learning experiences should be interrelated with activities and experiences in other subject fields of the secondary school.

4. Learning experiences should be purposeful, directed toward a definite objective or goal.

5. The vocabulary employed should consist of words, phrases, and idioms in a high frequency word list.

6. Vocabulary should be introduced in connected text with many illustrations and adequate repetition for fixation.

7. Principles of grammar should be developed inductively through connected text.

8. Reading lists should include many interesting and continuous stories employing a limited and graduated vocabulary with adequate repetition.

9. Reading lists should be graduated from the simple to the more difficult, proceeding out of the intimate life of the pupil into broad areas of the modern foreign language until the goal is reached.

10. Plateau reading for fixation practice, individual interest, and increased power should be provided generously.

11. Practices in aural comprehension, understanding the spoken language, in which the teacher assumes the responsibility for correct pronunciation.

12. Project studies of a people and a culture, growing out of class experiences in accordance with individual and group needs.

13. Instructional procedures should provide adequate opportunity for freedom of choice to meet individual interests.

The language teacher should not forget that one may struggle with the problem of grouping materials and preparing the daily lessons in desirable sequences—topics, chapters, projects, contract, unit, or what not—to achieve a maximum of effectiveness in learning with a minimum of loss and wasted energy, and neglect other equally important factors. The activity and its goal in the learning product should not only be meaningful to the pupil, but it should challenge him to attain the goal. An important aspect to the entire teaching-learning situation is that instruction to be effective, as it ought to be, should be communicated not only through books and supplementary materials which are a means of acquisition, but also through constant, familiar, and laborious explanation skillfully adapted to the age, abilities, and needs of his pupils. In many subjects, and especially in the modern foreign languages, results

are claimed from books which it is quite impossible to produce. It has been acknowledged by many that in the acquisition of a language one should not rely on the dead letter of the book, but also upon the living knowledge which is imparted only through living explanation and inspiration. It is communicated by the very tones of the voice and the expression of the countenance with a vivacity and effect never found or felt by the most eager lover of acquisition in a cold and silent page. The teacher of a modern foreign language should be a teacher of life. He should be one who can, with a rich store of cultural material at immediate command, enlarge the horizon of the pupil and enrich experiences. Foreign languages need a teacher of personality, who is aflame with inspiration, and who is dynamic because of his thorough knowledge of the subject and of all its ramifications in the realms of the pupil's experiences.

IV. THE MATERIALS FOR INSTRUCTION

It has not been a policy of the Department of Public Instruction to restrict the teachers of modern foreign languages to specific textbooks and supplementary materials. There are several excellent series of foreign language books which have been prepared in accordance with the findings of the Modern Foreign Language Study (5) and the reports of subsequent investigations. An important basis for determining the materials to be included should be the degree of interest and profit which the educational experiences hold for the particular pupil who is using them. Fundamental problems of present-day society which are likely to continue as vitally important issues in the life of the pupil should form the nucleus of the materials provided in the modern foreign languages. As civilization becomes more complex and people become more interdependent the need for education in cooperative pursuits becomes increasingly apparent.

Too frequently the experiences included in modern foreign languages are of such a character that they offer the pupils no particular challenge or profit. As a result, the pupil includes these exercises only because they are a part of a particular course. The teacher should not expect a pupil to use such uninteresting and unproductive material when the difficulty of a foreign language is an added obstacle.

The materials of instruction should include large quantities of easy graduated text employing a limited vocabulary of the widest frequency words and presenting a continuous story. The reading lists should include many repetitions of words and idioms in new and interesting combinations, and they should provide a maximum of freedom in choice to meet the needs and interests of individual pupils.

The principles of grammar and the word lists, aside from those contributing to a comprehension of the reading materials, should not be included in a course of study.

A. Characteristics of Superior Class Materials

Books and Classroom Aids

1. The teaching experiences should be developed on a functional basis and directed in the attainment of specific skills and powers.

2. Each minor skill and ability should be organized and directed as a contributing factor toward the major, ultimate goal.

3. The reading materials should contain attractive and practical short stories which capture the natural interest of the pupil. They should be simple in style but graduated in difficulty. There should be adequate repetition in the employment of words, idioms, and grammatical principles.

4. Reading materials should provide freedom in choice for the hetereogeneous needs, interests, and abilities of the pupils enrolled in the language.

5. The grammar should be restricted to those principles which are essential to a mastery of the text. The principles should be developed and presented on an inductive basis. The sequence of presentation should be gradual and psychological.

6. The class materials should employ a limited number of the most used words and idioms with generous repetition and illustrations in new and interesting exercises. The vocabulary is developed through the class experiences, not as an isolated project.

7. Opportunity is provided to gain the ability to pronounce well through easy practices and generous explanations in the reading materials.

8. Pupil interest and a sense of satisfaction from achievement are the motivating powers in the materials. The class exercises should contain a generous quantity of challenging stories, poems, games, and illustrations.

9. The materials include interesting collateral readings which present a vivid account of the geography, history, life, institutions, and mores in a country and its people.

10. The reading and class exercises should utilize the principle of cumulative repetition of vocabulary, idioms, verbs, and grammar not only to diagnose learning difficulties, but also to locate them for definite remedial purposes.

11. Interesting and worthwhile projects should be available for the bright pupils. The teacher is a guide among the pupils, directing the learning process in a natural situation.

B. Attainments in the Second Year Course

Comparatively few pupils continue the study of a modern foreign language for a longer period than two years. If learning a foreign language is to be a meaningful experience, the pupils should gain something of permanent value. The ability to read a modern foreign language is a permanent value and a reasonable outcome which can be justified in the second-year course. The teachers,

therefore, should direct the pupil-learning toward the ability to read with ease, fluency, and comprehension. Greater emphasis should be given to the functional use of idioms. More emphasis should be placed on extensive reading, and less emphasis on oral and written expression. Pronunciation, as it contributes to the major goal, should receive special attention if it has not been achieved during the first year.

The materials should develop in the pupils an appreciation and understanding of a country and the contribution it has made to advancements in art, literature, government, and science. Furthermore, the learning experiences should result in a knowledge of the origin of words, the relationship of words, and influence of foreign words on English. The amount and the extent of the reading will be determined in a measure by the ability of the pupils. In any instance the experiences should result in a continued interest in a people and further reading in the language.

APPENDIX

A. Enrolments by Counties of Pupils in Languages

In order to obtain data on enrolments in the secondary schools of the Commonwealth, an analysis of the information furnished on the annual classification reports of the secondary schools for the year 1937-1938 was made. The following pupils are attending classes in modern foreign languages. The total enrolment in modern language classes is given in Table 1 for each county with the specific languages that are being studied.

TABLE I

PUPILS ENROLLED IN MODERN FOREIGN LANGUAGE CLASSES

County	*French*	*Spanish*	*German*	*Italian*
Adams	126	—	28	—
Allegheny	7531	1480	1994	226
Armstrong	310	—	25	—
Beaver	366	—	67	—
Bedford	124	—	6	—
Berks	619	53	933	99
Blair	718	240	85	17
Bradford	372	—	15	—
Bucks	434	—	136	—
Butler	458	—	324	—
Cambria	1100	246	28	82
Cameron	45	—	28	—
Carbon	627	—	369	—
Centre	396	—	41	12
Chester	1026	82	147	—
Clarion	264	77	—	—
Clearfield	681	—	15	—
Clinton	298	—	—	15
Columbia	202	30	47	—
Crawford	342	—	—	—
Cumberland	560	145	22	—
Dauphin	1063	346	67	—
Delaware	2724	797	517	—
Elk	162	16	—	—
Erie	764	74*	506	120
Fayette	1484	287	73	—
Forest	5	—	—	—
Franklin	475	192	—	—
Fulton	69	—	—	—
Greene	226	—	—	—
Huntingdon	212	40	—	9
Indiana	385	32	—	—
Jefferson	507	—	—	—
Juniata	49	—	59	—
Lackawanna	2395	1491	694	108
Lancaster	1031	193	220	—
Lawrence	703	180	62	—
Lebanon	173	—	395	—
Lehigh	224	82	820	—
Luzerne	4100	964	1723	—
Lycoming	369	195	113	—
McKean	281	144	—	—

*Polish

TABLE I—Continued

County	*French*	*Spanish*	*German*	*Italian*
Mercer	681	137	—	21
Mifflin	272	—	—	—
Monroe	397	—	60	—
Montgomery	2158	153	595	55
Montour	68	—	—	—
Northampton	807	324	712	—
Northumberland	638	45	273	—
Perry	133	—	—	—
Philadelphia	13,427	4087	3870	1885
Pike	16	—	—	—
Potter	74	55	7	—
Schuylkill	1296	235	489	—
Snyder	79	—	—	—
Somerset	333	—	45	—
Sullivan	43	—	—	—
Susquehanna	202	—	38	—
Tioga	252	—	—	—
Union	81	—	—	—
Venango	452	15	—	—
Warren	236	30	58	—
Washington	1680	99	63	—
Wayne	94	—	—	—
Westmoreland	1716	199	267	37
Wyoming	113	—	—	—
York	1114	355	92	—
Totals	60,362	13,046	16,121	2686

There were approximately ninety-two thousand pupils enrolled in modern language classes. Of this number more than sixty thousand, nearly two-thirds of the total number, were enrolled in French classes. The four languages enrolling large numbers of pupils and the order of enrolments are: French, German, Spanish, and Italian.

The enrolment in French classes was larger in the counties with urban districts, Montgomery and Allegheny, in which there are larger secondary schools. The curriculum in the rural counties with small secondary schools is frequently limited to one foreign language, or to one foreign language plus a maximum of two years in a second language. The second language is usually offered in the eleventh and twelfth years with small enrolments, thereby greatly reducing the number of pupils who elect a modern language. The order of large enrolments in the counties is: Philadelphia, Allegheny, Luzerne, Delaware, Lackawanna, Montgomery, Westmoreland, and Washington.

The enrolment in German, which suffered great losses prior to and during the World War, is found in the more thickly populated areas. The larger schools have been able to expand their educational offering and include classes in German. Many smaller schools with a very limited program do not offer instruction in German. Excluding Allegheny County and Philadelphia the counties with

more than five hundred pupils enrolled in German classes are: Berks, Delaware, Erie, Lackawanna, Lehigh, Luzerne, Montgomery, and Northampton.

The enrolments in Spanish and Italian are found in those counties in which there are school districts of the first or second class. The larger secondary schools are able to provide a broader curricular offering in modern languages. Instruction in Spanish and Italian is offered in one or more school districts in thirty-four and thirteen counties respectively.

Instruction in Polish is offered in one large school district in which seventy-four pupils are enrolled from grades nine, ten, eleven, and twelve.

B. Modern Foreign Language in the Twenty School Districts of the Second Class

An analysis of the enrolments in the modern foreign language classes of the twenty school districts of the second class in Pennsylvania is made to ascertain the length of the period in study, the enrolments in the classes, the pupil-election of a modern language by years, and the percentage of the entire secondary school population enrolled in the different language classes. To facilitate the study each school district is recognized by a number, one to twenty, and the languages are presented separately.

1. Pupils Enrolled in French

The number of the pupils enrolled in French classes is presented in Table II which gives the registration in these classes from grade VII through XII.

TABLE II

NUMBER OF PUPILS ENROLLED IN FRENCH CLASSES OF THE TWENTY SCHOOL DISTRICTS OF THE SECOND CLASS IN PENNSYLVANIA

Number of School Districts	*Grades of Secondary School*						*Total French Pupils*	*Pupils in School*	*Per Cent in School*
	7	*8*	*9*	*10*	*11*	*12*			
1	—	—	—	—	83	50	533	7059	2
2	—	—	—	164	152	20	316	7524	4.2
3	—	—	—	176	83	17	276	5065	5.4
4	—	105	271	192	—	—	567	3739	15.2
5	—	—	—	42	69	40	151	3350	4.5
6	—	—	174	180	48	63	465	8934	5.2
7	—	—	—	74	217	136	427	6386	6.8
8	—	—	—	30	146	101	277	4379	6.3
9	—	89	89	45	97	90	410	6148	6.6
10	—	—	—	81	135	111	327	4495	7.2
11	—	—	104	130	104	83	421	2331	18.0
12	—	—	—	—	252	232	484	4003	12.0
13	—	108	66	79	94	66	413	4773	8.6
14	—	—	44	96	153	152	445	3449	12.9
15	—	40	10	70	92	56	268	7728	3.5
16	—	—	488	273	47	—	808	9060	8.9
17	—	—	217	173	44	20	454	3695	12.2
18	—	—	394	492	282	96	1264	6419	19.6
19	—	—	—	94	75	5	174	3956	4.39
20	—	—	—	178	168	72	418	4965	8.4

The range in the per cent of the total enrolment attending classes in French is from two per cent in school district Number 1 to nineteen and six-tenths per cent in school district Number 18. The median for all school districts is six and nine-tenths per cent, a condition which approximates the enrolments in French in districts Numbers 7, 8, 9, 10, 13, and 20.

Four districts, Numbers 4, 9, 13, and 15, introduce the French language in grade VIII; while school districts Numbers 1 and 12 postpone the study of this language until grade XI. In general, classes in French are limited to grades X, XI, and XII. District Number 4, which enjoys a large enrolment, limits the modern language courses to grades VIII, IX, and X; while in school district Number 16 no course in French is offered beyond grade XI.

The large decrease in the registration of pupils from the second to the third year class in school districts Numbers 2, 16, and 20 would seem to indicate that emphasis is given to a two-year French course. In contrast to this condition, the enrolments in school districts Numbers 4, 11, and 18 carry through three years and seem to indicate an emphasis on the three-year French course. However, in the latter instance, data are not available to determine whether these enrolments represent the same pupils, or a changing registration in which the greater number discontinue the language at the end of the second year. It is significant to note that approximately seven per cent of the total secondary school enrolment, grades VII through XII, in these schools is registered in courses for the study of French.

2. Pupils Enrolled in German

The number of pupils who elected the study of German is presented in Table III, which gives the registrations by grades, VII through XII.

TABLE III

PUPILS ENROLLED IN GERMAN CLASSES OF THE SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School Districts	*Grades of Secondary School* 7	8	9	10	11	12	*Total German Pupils*	*Pupils in School*	*Per Cent in School*
1	—	—	—	—	204	176	380	7059	5.3
2	—	—	—	49	30	6	85	7524	1.1
3	—	—	—	333	141	17	491	5065	9.6
4	—	—	34	32	—	—	66	3739	1.7
5	—	—	—	16	26	11	53	3350	1.5
6	—	—	124	189	123	70	506	8934	5.6
7	—	—	—	7	32	28	67	6386	1.0
8	—	—	—	12	100	67	179	4379	4.1
9	—	—	—	—	97	102	199	6148	3.2
10	—	—	—	9	43	29	81	4495	1.8
11	—	—	41	40	55	27	163	2331	6.9
12	—	—	—	—	79	63	142	4003	3.5
13	—	—	—	15	34	13	62	4773	1.2
14	—	—	14	40	60	56	170	3449	4.9
15	—	38	25	53	74	91	281	7728	3.6
16	—	—	432	253	54	—	739	9060	8.1
17	—	—	93	52	12	—	157	3695	4.2
18	—	—	265	370	228	75	1038	6419	16.1
19	—	—	—	—	59	17	76	3956	1.9
20	—	—	—	57	27	8	92	4965	1.8

The range in the per cent of pupils pursuing study in the German language is from one per cent in school district Number 7 to sixteen and one-tenth per cent in school district Number 18, which condition seems to indicate a marked difference in the importance placed on a knowledge of German if the registration of pupils in the classes may be considered a reliable criteria in judging the importance given the language in a particular school district. In every instance local conditions could account, in part, for the wide difference of the pupil registration in the modern foreign language classes. The median registration of pupils in German classes for the twenty school districts is four and six-tenths per cent, approximately the condition in school districts Numbers 8, 12, 14, 15, and 17.

School district Number 15 introduced German in grade VIII; while four other districts, Numbers 1, 9, 12, and 19, postpone the study of German during or after grade X. However, school districts Numbers 16 and 18, which maintain large pupil registrations in classes for the study of German, introduce the language in the ninth year.

With the exception of school districts Numbers 11, 14, 15, and 18 there are decreases in the registration for German after the second year, indicating that many pupils confine their study of the language to a two-year course. It is significant to note that the pupil registration in German classes is approximately 5,000, which is about two-thirds of the number registered in French classes, 8,500 pupils.

3. Pupils Enrolled in Spanish

An analysis of the pupils enrolled in Spanish classes is presented in Table IV, which gives the registration by grades VII through XII.

TABLE IV

PUPILS ENROLLED IN SPANISH CLASSES OF THE SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School Districts	*Grades of Secondary School*						*Total Spanish Pupils*	*Pupils in School*	*Per Cent in School*
	7	*8*	*9*	*10*	*11*	*12*			
1	—	—	—	—	45	37	82	7059	1.2
2	—	—	—	160	96	15	240	7524	3.2
3	—	—	—	179	39	—	218	5065	4.3
4	—	25	306	179	—	—	510	3739	1.4
5	—	—	—	30	49	27	106	3350	3.2
7	—	—	—	83	131	132	346	6386	5.4
9	—	—	—	—	114	91	205	6148	3.3
11	—	—	—	64	67	46	177	2331	7.6
13	—	—	—	30	74	76	180	4773	3.8
15	—	—	—	5	15	33	53	7728	6.5
16	—	—	715	450	54	—	1219	9060	13.5
17	—	—	129	71	21	—	121	3695	3.3
19	—	—	—	—	111	30	141	3956	3.6
20	—	—	—	257	68	14	339	4965	6.8

Fourteen of the twenty school districts offer instruction in Spanish. The range in the registration in Spanish classes is from one and two-tenths per cent in school district Number 1 to thirteen and five-tenths per cent in school district Number 16. The median registration for all school districts is five and six-tenths per cent, a condition approximated in school districts Numbers 7, 15, and 20. Eleven of the fourteen school districts offering class instruction in Spanish limited the courses to year X through XII. The registration in Spanish classes ranks third to French and German, a condition which may be explained in part by fourteen of the twenty school districts offering the language.

4. Pupils Enrolled in Italian

The pupil registration in the study of Italian is presented in Table V, which gives the number by grades VII through XII.

TABLE V

NUMBER OF PUPILS ENROLLED IN ITALIAN CLASSES OF THE SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School District	*Grades of Secondary School*						*Total Italian Pupils*	*Pupils in School*	*Per Cent in School*
	7	*8*	*9*	*10*	*11*	*12*			
2	—	—	—	14	3	—	17	7524	.2
6	—	—	70	24	11	—	120	8934	1.3
8	—	—	—	22	63	53	138	4379	3.1
9	—	—	—	—	46	36	82	6148	1.3
14	—	—	55	—	—	—	55	3449	1.6

Five of the twenty school districts provide class instruction in Italian. The range in the pupil registration is from two-tenths per cent in the school district Number 2 to three and one-tenth per cent in school district Number 8. The median pupil registration in the five school districts is one and three-tenths per cent, a condition existing in districts Numbers 6 and 9.

5. Pupils Enrolled in Polish

Instruction in Polish is confined to one of the twenty school districts, Number 6, in which seventy-four pupils are registered in years IX, X, XI and XII. Less than one per cent of the enrolment of the secondary school, grade VII through XII, is registered for Polish. An analysis of the enrolments by grades is given in Table VI.

TABLE VI

PUPILS ENROLLED IN POLISH CLASSES OF THE SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School District	*Grades of Secondary School*						*Total Polish Pupils*	*Pupils in School*	*Per Cent in School*
	7	*8*	*9*	*10*	*11*	*12*			
6	—	—	44	17	7	6	74	8934	.8

6. Pupils Enrolled in Introductory Language Classes

The pupil registration in Introductory Language Classes is presented in Table VII and the enrolment is given by grades.

TABLE VII

PUPILS ENROLLED IN INTRODUCTORY LANGUAGE CLASSES IN SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School Districts	*Grades of Secondary School* 7	8	9	10	11	12	*Total Intro. Lang. Pupils*	*Pupils in School*	*Per Cent in School*
5	—	392	—	—	—	—	392	3350	11.7
6	—	244	—	—	—	—	244	8934	2.7
8	—	—	132	—	—	—	132	4379	3.1
9	—	196	—	—	—	—	196	6148	3.2
10	—	465	346	—	—	—	811	4495	18.1
11	—	468	—	—	—	—	468	2331	20.1
14	—	560	—	—	—	—	560	3449	16.2

Although introductory courses are offered in only seven of the twenty school districts in the investigation, the pupil registrations are large. The range in the pupil registrations is from two and seven-tenths per cent in school district Number 6 to twenty and one-tenth per cent in school district Number 11. The median pupil registration for the seven school districts is eight and four-tenths per cent. The courses have been limited to grades VIII to X with five districts limiting the class instruction to the eighth year.

7. Summary of Pupils Registered in Modern Language Classes

The pupil registration in modern language classes is summarized in Table VIII, which gives the number of pupils who study each language, and the percentage of the total secondary school population enrolled in the language classes.

TABLE VIII

PUPIL REGISTRATIONS IN MODERN LANGUAGE CLASSES OF SECOND CLASS SCHOOL DISTRICTS OF PENNSYLVANIA

Number of School Districts	*French*	*German*	*Spanish*	*Italian*	*Introd. Language*	*Total*	*Total Sec. Enrol.*	*Per Cent in Mod. Lang.*
1	133	380	82	—	—	595	7059	8.4
2	316	85	240	17	—	658	7524	8.7
3	276	491	218	—	—	985	5065	19.4
4	567	66	510	—	—	1143	3739	30.5
5	151	53	106	—	319	629	3350	18.7
6	465	506	74*	120	244	1409	8934	15.7
7	427	67	346	—	—	840	6386	13.1
8	277	179	—	138	132	726	4379	16.5
9	410	199	205	82	196	1092	6048	17.7
10	327	81	107†	—	604	1119	4495	24.8
11	421	163	177	—	468	1229	2331	52.7
12	484	142	—	—	—	626	4003	15.6
13	413	62	180	—	—	655	4773	12.6
14	445	163	177	55	560	1230	3449	35.6
15	268	281	53	—	—	602	7728	7.8
16	413	62	180	—	—	2766	9060	30.5
17	454	157	121	—	—	732	3695	19.8
18	1264	1038	—	—	—	2302	6419	35.8
19	174	76	141	—	—	391	3956	9.8
20	418	92	339	—	—	849	4965	17.0

* Polish † General Language

The range in total pupil registration for modern languages is from seven and eight-tenths per cent in school district Number 15 to fifty-two and seven-tenths per cent in school district Number 11; while the median pupil registration in the twenty school districts is nineteen and one-tenth per cent. Twenty thousand five hundred seventy-eight of the 107,358 secondary pupils in these school districts are enrolled in a foreign language class. This condition does not include the 13,191 enrolees from the same districts who are registered in Latin classes. With the pupils enrolled in the modern language class there is a sum of 33,769 of the 107,358 secondary school pupils enrolled in modern and ancient languages. Thirty-one and four-tenths per cent of the pupils are registered for the study of a language. Since a small number of the pupils in the academic curriculum pursue two or more languages simultaneously, the total number of different pupils enrolled in modern foreign language classes should be slightly reduced.

Although two of the twenty school districts offer formal class instruction in five different modern foreign languages, it is interesting to note that fourteen of the same twenty school districts limit the modern language offerings to three, and that two of these districts limit their modern foreign language offerings to classes in French and German. If the second class school districts with large enrolments have not found it is advantageous economically and educationally to provide a wider offering in modern foreign languages, the secondary schools in smaller areas might find that the offerings of modern foreign language courses should be reduced to a still smaller number of different languages.

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